

The Montessori People Ltd



Highflyers Childrens Centre, Tedder Avenue, Thornaby, STOCKTON-ON-TEES, Cleveland TS17 9JP

Inspection date	11 February 2019
Previous inspection date	18 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Well-qualified staff work well together as a team. All staff observe children at play and room leaders accurately record the progress that children make. This helps staff to identify what children most need to learn next.
- Children are inquisitive and confidently explore the well-resourced environment. They are independent and motivated learners. This helps to prepare children very well for later learning in school.
- Parents are very complimentary about the nursery. They particularly appreciate the consistency of familiar staff who care for their children. Parents are closely involved in their children's learning in nursery from the outset. They welcome ideas from staff to extend their children's development at home.
- Leaders and managers are passionate and committed to providing high-quality care and learning experiences. They have an excellent capacity for continuous improvement. They evaluate their provision and identify ways to build on their already strong practice. Good procedures are in place to respond to comments and complaints.
- Children benefit from plenty of attention and praise from staff and develop high levels of self-esteem. Staff encourage them to celebrate the similarities and differences between themselves and others. This helps to promote a highly inclusive environment where every child feels valued. Children are very respectful and tolerant of one another.
- Planning for babies' and younger children's learning is not consistently precise enough to ensure that they are supported to make the best possible progress.
- Staff do not consistently make the best use of opportunities to teach children about good hygiene practices.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- refine the planning for babies' and younger children's learning, to help them to make even better progress across all areas of learning
- strengthen children's understanding of good hygiene procedures and promote their good health even more effectively.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector completed a joint evaluation with the manager.
- The inspector held a meeting with the manager and provider. She looked at a range of documents, such as evidence of suitability checks carried out on staff and qualification certificates.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident to identify instances where children may be at risk of harm and know how to report concerns. Clear 'whistle-blowing' procedures are in place to inform staff about what to do if they have concerns about other adults working with children. Robust recruitment arrangements and ongoing checks help to ensure that staff remain suitable to work with children. Staff are keen to continue with their professional development and benefit from regular support from managers. There are plans to strengthen supervisory arrangements further for staff to address minor weaknesses in teaching even more effectively. Partnerships with local schools are well established and help to support children very well when they move on to school. Managers oversee all assessments of children's learning. They consider the rates of progress made by all groups of children and share their findings with staff to help inform their teaching.

Quality of teaching, learning and assessment is good

Children benefit from an appropriate balance of adult-led activities and opportunities for independent play. Staff are responsive to children's emerging ideas. For example, they provide soapy water for two-year-olds to wash their wellington boots after outdoor play. This helps to ignite children's interest and they enjoy their learning. Babies eagerly join in activities that encourage their sensory development. They enjoy the sensation of crunching cereal between their fingers. Toddlers develop very early mathematical skills. For example, staff introduce them to basic shapes while they support them to complete simple puzzles. Staff encourage pre-school children's creativity well. Children predict and discover what happens when they mix different coloured paints.

Personal development, behaviour and welfare are good

Children benefit from plenty of fresh air and exercise that helps to promote their good physical health. Staff encourage children's independence well, for example at mealtimes, and children happily accept responsibility for simple tasks in nursery. Children's behaviour is very good. Staff support this effectively with frequent reminders about boundaries and encouragement to be kind to others. Children demonstrate a strong sense of belonging. Babies hold up their arms, eager for staff cuddles and older children climb up on to staff's laps for reassurance. Staff are very aware of, and are sensitive to, children's personal needs and experiences. This helps them to promote children's emotional well-being very well.

Outcomes for children are good

Babies and younger children develop a love of stories while sharing books with staff. They join in with the words and actions to number rhymes. Pre-school children benefit from focused group activities that introduce numbers, counting, letters and sounds. This helps children to develop early skills in mathematics and literacy that give them a good foundation for later learning. Children make good progress. They achieve the levels of development that are typically expected for their age and many exceed these. Children who need extra help to develop some key skills benefit from targeted teaching that helps them to catch up quickly in their learning.

Setting details

Unique reference number	EY440939
Local authority	Stockton-on-Tees
Inspection number	10093891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	80
Number of children on roll	143
Name of registered person	The Montessori People Ltd
Registered person unique reference number	RP904149
Date of previous inspection	18 August 2015
Telephone number	01642308611

The Montessori People Ltd registered in 2011 and works on the Montessori principles. The nursery employs 26 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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